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## BOOK REVIEWS

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*A Textbook in the Principles of Education.* By ERNEST NORTON HENDERSON.  
New York: Macmillan, 1910. Pp. xv+593. \$1.75.

This elaborate and closely written study of the principles of education is developed largely about the currently ascendent conception of education as adjustment, readjustment, or adaptation, as it is variously stated. The treatment is consistent and unified, and it is by far the best statement from this point of view of the nature of the processes involved in education with which we are acquainted.

After a brief introductory chapter upon various conceptions of the end of education, the work falls into three parts, as follows:

Part I, "Education as a Factor in Organic and Social Evolution," in which the processes of general biological development are discussed in terms of variability, evolution of wants, and the general theory of readjustment: the place of infancy in human development, heredity as differentiated from education, the evolution of social heredity, the rise of the school as a phase of the operation of social heredity, social control, etc.

Part II, "The Process of Education in the Individual": first the general conditions as determined by heredity, experimentation, consciousness, and habit, then more detailed discussions of recapitulation, learning by trial and error, conscious learning, education of reason, formal discipline, imitation, language, and play.

Part III, "Educational Agencies," their evolution and social functions, with suggestive chapters upon the academic and the practical in education and liberal and vocational education.

It is impossible within the limits here imposed to state, much less discuss, the manifold points made by the author under these several topics. Suffice it to say that each topic is treated minutely and upon the whole rather abstractly. A distinctly philosophical interest dominates, even in the discussion of the biological and psychological phases. The reviewer regrets to confess that, scholarly as the book is, he has found it difficult to read. The thought is not always clearly expressed; but the serious student will find in every paragraph something worth the concentrated attention that the reading will demand.

The reviewer personally does not believe that a fair or adequate conception of education can be gained by adhering so closely to the biological concept of adaptation of the organism to the environmental conditions. It has some suggestiveness, no doubt, but it affords only a glimpse into the many-sided process of education; and it is an open question as to whether this glimpse does not suffer from some distorting refractions. As a recent writer says, such points of view "are good as long as we recognize that they *are* glimpses, and use them to help out our perception of that many-sided whole which life is; but if they become doctrines they are objectionable."

Whatever one's own intellectual preference as to organizing concepts, he

will find very much valuable material in this volume, and the author is to be congratulated upon the production of such a substantial contribution to a rapidly differentiating aspect of educational science.

An extensive list of readings to accompany each section will be found at the end of the volume. The marginal topics throughout the book are of great assistance in following the discussion, as are also the excellent summaries at the close of each section.

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*An Outline for the Study of American Civil Government, with Special Reference to Training for Citizenship.* Prepared for the New England History Teacher's Association by its committee: RAY GREENE HULING, WILSON RYDER BUTLER, LAWRENCE BOYD EVANS, JOHN HAYNES, AND WILLIAM BENNETT MUNRO. New York: Macmillan, 1910. Pp. xxx+187. \$0.50 net.

This report of the committee appointed some time ago by the New England History Teachers' Association to prepare a syllabus for civics work in secondary schools will be gratefully received by teachers throughout the country. Some of the difficulties which the committee had to face, as well as the scope of its work, are indicated by the following questions in the preface of the report:

"1. What should be the position of the study of government in the secondary-school curriculum, and what time allotment should it reasonably be expected to have?

"2. What should be the aim—or aims—of instruction in civil government in secondary schools?

"3. What should be the scope of the subject and what should be the place—or places—of emphasis when presented to students of secondary-school age?

"4. What should be its relation to other subjects of the secondary-school curriculum?

"5. What should be the point of attack and the order of topics?

"6. What should be the method of presenting the subject?

"7. What should be the form of the syllabus?"

The opinions of the members of the committee, the report says, were widely different upon many of these questions. The chief value of the syllabus, therefore, as is generally the case, will probably come from the discussion which it provokes, rather than from any settled, cut-and-dried plan for the teaching of civics.

Many teachers will feel that too much emphasis is laid upon the study of local government. They may agree with the committee that first-hand material relating to local government is more accessible than that for the study of state and nation, and that the local government seems to touch the life of the individual at more points. But much of the subject-matter of local government as given in the syllabus is better suited to classes in the elementary schools, and much of it has already been introduced into the programs of these schools. It is to be regretted, therefore, that no representative of these schools seems to have been